

## Curzon PE Curriculum

### Curzon specific aims of PE- our intent

All children develop teamwork skills.

They learn to have a go, persevere and not give up easily.

They learn to compete and manage the emotions of both winning and losing.

All children develop an enjoyment of physical activities and continue to do them out of school.

All children develop healthy bodies and go on to become active adults, maintaining a healthy active lifestyle.

All children develop self-belief and understand how physical activity can help them mentally and emotionally

How this links with our vision: growing in self-belief, teamwork and physical skills; developing the ability to make healthy choices in life.

### Implementation at Curzon

Sport is a key part of our school life. Children participate in at least 2 hours of PE per week covering 3-4 different sports per term. Children are provided with their full entitlement to PE and teachers ensure that no interventions take place during this time. Each class benefits from half a term of Forest School with our accredited leader, where pupils are given the opportunities to develop their physical, agility and team work skills. Our outdoor and adventurous curriculum is enhanced by our Year 6 residential trip which enables our children to experience team building and individual activities, enhancing self-esteem and confidence in a variety of situations. We have recently updated our EYFS resources to allow for daily outdoor adventurous play for example children use large wooden blocks to create adventure trials and balancing courses. KS2 PE is taught by a qualified sports coach.

Sports Premium Funding is used to increase physical competency of staff and children and also provides staff with resources and high-quality equipment.

All KS2 pupils have swimming lessons to develop swimming ability and basic water safety skills. We are members of the Holmer Green Sports partnership with other local primary schools. This partnership provides CPD for staff and sporting competitions and events between local schools for every year group.

We hold annual an annual sports day showcasing a range of track and field events.

Children have the opportunity to further their skills at after school sports clubs. Our extracurricular timetable is carefully planned so that we provide a broad range of activities based on children’s interests and new initiatives. The extra-curricular offer is reviewed termly using attendance data and pupil voice. We also work with parents to identify when a child has an interest and or a clear talent in a specific sport, signposting them to local clubs.

We have a well-staffed and equipped playground, a sports field, and play equipment to provide opportunities for children to develop and improve fundamental physical skills whilst being active during break and lunchtimes. Since the installation of our new KS1 play area, we have seen an increase in active play among our younger pupils. Our EYFS pupils have access to a range of scooter and trikes. Our sports coach runs free organised games daily at breakfast club, playtimes and lunchtimes. Older pupils become sports leaders, planning and leading games for younger ones. Our Year 6 pupils organise and run sports day games, teaching the younger children about each race.

### KS1 Barn Owls

Autumn	Spring	Summer
Gymnastics Yoga Invasion games	Athletics Ball games	Dance Bat and ball games

### KS1 Snowy Owls

Autumn	Spring	Summer
Gymnastics Invasion games	Multi skills Parachute games	Hockey Cricket Basketball Football

**Year 3**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Rounders Football Disability sports Netball	Gymnastics Hockey Handball Dance	Athletics Cricket Swimming

**Year 4**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Rounders Football Disability sports Netball	Gymnastics Hockey Handball Dance	Athletics Cricket Swimming

**Year 5**

<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
Rounders Football Netball Hockey	Gymnastics Handball Swimming	Net Games Tag rugby Athletics Cricket

## Year 6

Autumn	Spring	Summer
Rounders Football Netball Hockey	Gymnastics Handball Swimming	Net Games Tag rugby Athletics Cricket

## Progression of knowledge and skills in PE

Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Invasion Games (football, tag rugby, netball, handball, basketball, hockey)	Move freely using suitable spaces and speed or direction to avoid obstacles. Throw/kick large balls.	<p><b>Ball control skills</b> Explore different ways using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body.</p> <p><b>Games</b> Play a variety of running and avoiding games. Participate in simple team games</p>	<p><b>Ball control skills</b> Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy.</p> <p><b>Games</b> Recognise the best ways to score points and stop points being scored. Recognise how</p>	<p><b>Ball control skills</b> Use a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling.</p> <p><b>Games</b> Look when travelling and what happens</p>	<p><b>Ball control skills</b> Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p><b>Games</b> Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair.</p>	<p><b>Ball control skills</b> Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways.</p> <p><b>Games</b> Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts</p>	<p><b>Ball control skills</b> Increase control of ball and shooting skills.</p> <p><b>Games</b> Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways to attack and defend. Choose right formations and tactics for attack and</p>

		Develop simple attacking and defending techniques Pass and receive a ball in different ways	they work best with their partner. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Participate in small team games.	after they have passed ball. Play games that involve keeping possession and scoring Know which passes are best and tactics to keep possession. Find space to receive and support.	Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents	of the game that are going well and parts that need improving. Explain how confident they feel in different positions.	defence. Know how they support other players in attack and defence.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	Move freely and with pleasure and confidence in a range of ways including, rolling, floor shapes, ways of travel. Experiment with	Learn a variety of basic gymnastic movements. Be still in different body shapes and balances and combine different ways of travelling. Move	Develop short sequences on their own. Use imagination to find different ways of using apparatus. Form simple sequences of different	Develop and perform actions. Practice and concentrate on quality of movement. Link different balances moving in and out of	Devise, perform and repeat sequences that include travel, body shapes and balances. Work with a partner and small	Control actions and combine them fluently. Be aware of extension, body tension and control. Move from floor to apparatus,	Make up a sequence and adapt it to different apparatus layouts. Change levels and use space effectively.

	<p>different ways of moving. Jump off an object and land appropriately. Stand on one foot to hold a balance.</p>	<p>between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size.</p>	<p>actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform.</p> <p>Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen.</p>	<p>positions of stillness. Transfer weight smoothly from one part of body to another</p> <p>Vary and apply actions on floor and apparatus. Work with a partner and small groups to create sequences.</p>	<p>groups to create sequences. Adapt sequences to include apparatus and to suit partner or small group.</p>	<p>change levels and move safely. Combine movements with others in a group.</p> <p>Watch a performance and evaluate its success. Choose a focus for improvement. Identify one or two aspects of their performance to practice and improve.</p>	<p>Hold body in tension and extend and point fingers and toes. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions)</p>
		<p><b>Balances</b>  Front support  Back support  Straddle balance both sides  Superhero balance both sides  Shoulder stand balance  Headstand balance  Handstand balance</p> <p><b>Rolls</b>  Log/pencil roll  Egg roll/side tuck roll  Teddy bear roll</p>	<p><b>Refine balances:</b>  Front support  Back support  Straddle balance both sides  Super Hero balance both sides  Shoulder stand balance  Headstand balance  Handstand balance  Hopping on both feet</p> <p>Headstand with partner  Handstand with partner</p>	<p><b>Partner Balances which build on the main balances below learnt in Year 3 and 4:</b>  Front support  Back support  Shoulder stand balance  Headstand balance with partner  Handstand balance with partner</p> <p><b>Using rolls and jumps learnt in Year 3 and 4 to link Partner Balances:</b>  Log/pencil roll  Egg roll/side tuck roll  Teddy bear roll</p>			

		<p>Shoulder stand roll</p> <p><b>Jumps:</b> Star, Tuck, half twist and full twist</p> <p><b>Movement skills</b>  Star Jumps moving forward  Hopscotch  Skipping (not with rope)  Bear walking  Bunny hops forwards  Frog jumping  Crab walking sideways tummy up and down  Crab walking facing forwards and backwards  Bunny hops sideways  Bunny hops sideways 1 foot at a time  Bunny hop side to side with weight on hands  Hop from side to side with weight on hands  (introduction to cartwheel movement)</p>	<p><b>Rolls</b>  Log/pencil roll  Egg roll/side tuck roll  Teddy bear roll  Shoulder stand roll  Forward roll</p> <p><b>Refine Jumps:</b> Star, Tuck, half twist and full twist</p> <p><b>Movement skills</b>  <b>Refine Ks1 skills</b>  Travel on feet while Hopping, skipping, 2 feet to 2 feet jumps, hopscotch, and star jumping  Travel by bear walking, bunny hop, crab walking  Bunny hop side to side with weight on hands  Hop from side to side with weight on hands  Start learning a cartwheel</p>	<p>Shoulder stand roll  Forward roll  Star jump  Tuck Jump  Half twist  Full twist</p> <p><b>Use knowledge learnt on Jumps/flight to:</b>  introduce flight via vaulting with leapfrog and then jumps off spring board, side tuck vault over low box and straddle vault over higher platform</p> <p><b>Movement skills</b>  <b>Refine Y3,4 skills</b>  Extend legs in leaps  Hold body in tension to keep a good balance whilst transferring weight and moving.  Cartwheels</p>
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Move freely and with pleasure and confidence in a range of ways. Experiment with different ways of moving. Complete simple moves to different stimulus.	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music. Perform dance movements and simple movement patterns. Be taught to remember and perform short dance routines to other children (1-8 steps)	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other children (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals.	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group. Learn how to develop actions and movements within short dances by changing the speed, mood and levels.  Learn a variety of travels, gestures, turns, jumps and balances with composure and control	Compose short dances with clear start, middle and end on their own, partners and in groups. Develop basic actions and skills by changing the speed, mood and levels, Develop travels, gestures, turns, jumps and balances with good composure and control	Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose more complex routines with clear sections, starting to use unison, canon, and repetition. Change the speed, mood and levels.	Explore, improvise and combine movement ideas fluently and effectively. Evaluate, refine and develop their own and others' work. Compose more complex routines with clear sections, using unison, canon, and repetition. Change the speed, mood and levels.



Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Net games (tennis, volleyball)	Catch a large ball. Demonstrate some control and coordination in large and small movements. Pass a ball. Kick a ball. Dribble a ball at feet.	Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances, on their own and in groups. Play games based on net games Pass and receive a ball in different ways with control and increased accuracy.	Use their skills to play end to end games, games over a barrier and fielding games. Watch others and describe what is happening. Talk about what they have done and how they did it. Participate in team games. Pass and receive a ball in different ways with increased control and increased accuracy.	Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots. Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how to make it difficult for opponent to receive ball.	Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games. Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball.	Hold and swing racket Know where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head. Use different types of shots during a game. Improve accuracy. Explain why they or others are playing well in the games. Know what they need to get better at and what to practice.	Hit the ball in the court away from opponent, how to outwit them using speed height and direction of ball. Know where to stand when attacking and defending. Explain why they or others are playing well in the games. Know what they need to get better at and what to practise. Understand practices to help with precision and consistency and speed about the court.

Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Fielding and striking (cricket and rounders)	Throw over and under arm in a general direction Catch a variety of sized balls when bounced or thrown. Strike a ball (self-bowled) in a general direction	Focus on technique, striking a ball with control when shown. Focus on technique on fielding a ball using under and over arm throwing. Play simple games in small groups, applying rules and skills that have been taught.	Choose, use and vary simple tactics. Participate in team games. Pass and receive a ball in different ways with control and increased accuracy. Learn fielding techniques.	Consolidate and develop the range and consistency of their skills in striking and fielding games. Perform fielding techniques with increased control and coordination	Throw and catch a balls at different speeds, directions and heights. Choose and use a range of simple tactics and strategies. Perform fielding techniques with increased control and coordination	Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances.	Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games. Thinking about when to use an over and under arm throw.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	Children will be taught how to use their bodies to: Sprint Jump for height Jump for distance Overarm throw Run for longer distance	Children will be taught how to use their bodies to: Sprint Jump for height Jump for distance Run at fast, medium and slow speeds, changing	Children will be taught how to use their bodies to: Sprint Jump for height Jump for distance Run at fast, medium and slow speeds, changing	Children start to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for	Children to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for	Know how to plan a run so they pace themselves evenly or unevenly. Mark a run up for jumping and throwing. Watch a partner's athletic	Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances,

	Participate in Sports day	<p>speed and direction</p> <p>Jump in a straight line</p> <p>Take part in simple relay games sometimes remembering when to run and what to do</p> <p>Throw a variety of objects in a straight line</p>	<p>speed and direction with some fluency, control and consistency.</p> <p>Make up and repeat a short sequence of linked jumps.</p> <p>Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p>	<p>height and distance.</p> <p>Start to show consistency, control and accuracy when throwing objects into targets from increasing distances</p> <p>Use different techniques, speeds and effort to meet challenges set for running, jumping and throwing.</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>height and distance.</p> <p>Increase consistency, control and accuracy when throwing objects into targets from increasing distances</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>performance and identify the main strengths.</p> <p>Increase speeds, heights, distances against personal best scores</p>	<p>e.g. sprint for seven seconds, run for one or two minutes.</p> <p>Throw with greater control, accuracy and efficiency.</p> <p>Perform a range of jumps showing power, control and consistency at both take-off and landing.</p> <p>Say how some athletic activities can improve strength, power or stamina</p> <p>Increase speeds, heights, distances against personal best scores</p>
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Activity	Y3,4	Y5,6	More/most able
Swimming	<p><b>Year 3</b></p> <p>Swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds</p> <p>Use three different strokes, swimming on their front and back</p>	<p>Swim further than 100 metres swim fluently and confidently for over 90 seconds</p> <p>Use all four strokes with control</p> <p>Swim short distances using butterfly</p>

	<p>cases, swim up to 5 metres without aids or support  Move confidently in water when their feet are touching the ground <b>Year 4</b>  Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds  Use three different strokes, swimming on their front and back  Control their breathing Swim confidently and fluently on the surface and under water.</p>	<p>Control their breathing Swim confidently and fluently on the surface and under water  Recognise how swimming affects their body, and pace their efforts to meet different challenges  Suggest activities and practices to help improve their own performance</p>	<p>Breathe so that the pattern of their swimming is not interrupted  Perform a wide range of personal survival techniques confidently Know what different tasks demand of their body, and pace their efforts well to meet challenges</p>
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## Impact

We measure the impact of our PE curriculum through the following methods:

- observing pupils in lessons;
- observations of performances in small groups or individuals;
- listening to pupil feedback from observing others
- listening to pupils' reflections of own abilities
- SLT Interviewing the pupils about their learning and attitude towards sport (pupil voice).
- annual reporting of standards across the curriculum to parents.
- Subject tracking. PE specialists report back to class teachers on the competencies achieved within each unit covered.

The PE subject leader will continually monitor the impact of PE is having on the children's learning, through observations, talking with pupils, to ensure the progress of knowledge and skills is being taught. Impact will also be measured through key questioning skills built into lessons, child-led assessment such as reviews. This information will be used to target next steps in learning.

